

COMMISSION FOR TEACHER PREPARATION AND LICENSING

20 O STREET
SACRAMENTO 95814

September 8, 1978

78-7913

TO: Members of the Select Committee on Children's Center
Permit Regulations and Other Interested Persons

FROM: Peter L. LoPresti, Executive Secretary *PL*

RE: Report on the Meeting of the Select Committee on
Children's Center Permit Regulations

A copy of the Report on the July 11th Meeting of the Select Committee on Children's Center Permit Regulations is enclosed. This report was approved by the Commission on August 31, 1978 for distribution to members of the Select Committee and other interested persons.

The recommendations contained in this report are to be incorporated into revised draft Title 5 Regulations and submitted to the Commission for its consideration at its October meeting. We welcome your comments.

Enc.

REPORT OF THE MEETING OF
THE SELECT COMMITTEE ON
CHILDREN'S CENTER PERMIT REGULATIONS

JULY 11, 1978

COMMISSION FOR TEACHER PREPARATION AND LICENSING

AUGUST 1, 1978

1. MEETING OF THE SELECT COMMITTEE ON CHILDREN'S CENTER PERMIT REGULATIONS

1.1 INVITEES

As part of its year-long review of existing and proposed changes in regulations for the Children's Center Permit, the Commission, at its June meeting, directed staff to call together again a representative group of persons interested and involved in child development programs to seek consensus on various issues related to certification of child care personnel. Persons who had attended the November, 1977 meeting of the Ad Hoc Committee on the Child Development Associate (CDA) Certificate were to form the core of the new group.

In line with this request a one-day meeting of a Select Committee on Children's Center Permit Regulations was held in Sacramento on July 11, 1978. The purpose of the meeting was to reconsider present and proposed Children's Center Permit regulations in order to make recommendations to the Commission concerning the following objectives:

- a. To reach consensus - or clearly define alternative positions - on regulations for Children's Center Instructional Permits.

- b. To reach consensus - or clearly define alternative positions - on regulations for Children's Center Supervision Permits.
- c. To consider the need for and feasibility of developing a field-based assessment system(s) to be incorporated into the Children's Center Permit structure.
- d. (If agreement is reached that field-based assessment is needed and feasible), to identify parameters within which such systems could receive Commission approval.

In compiling the list of invitees for the July 11th meeting (see Appendix A), Commission staff made certain that all constituencies represented at the November 8-9th meeting of the Ad Hoc Committee on the Child Development Associate (CDA) Certificate were included. In an effort to facilitate dialogue and movement toward specific recommendations, constituency groups and organizations were requested to send the same person(s) who had represented them in November. In some cases, a substitute representative, selected by the constituency group in consultation with Commission staff, was appointed for the July 11th meeting. Inasmuch as the July 11th meeting was only indirectly concerned with the CDA certificate, only seven persons (as opposed to 20) affiliated with CDA were invited to attend.

The list of invitees for the July 11th meeting also included representatives of two child care interests not adequately represented in November. They were Ms. Joyce Johnston (Department of Benefit Payments), who has been involved in revising regulations pertaining to child care centers under the jurisdiction of the Department of Social Services; and Ms. Anita Andrade, who is familiar with problems and issues related to migrant child development programs. (Prior to July 11th, Ms. Johnston sent a message indicating that the Department of Social Services did not feel it was essential that they be represented.)

In addition to the invitation to the July 11th meeting, invitees received copies of existing and proposed children's center permit regulations, key testimony presented in writing at the Commission's two public hearings on the proposed Title 5 regulations, and a list of questions and issues to be discussed at the July 11th work session. Copies of these materials may be found in Appendix B.

1.2 ATTENDEES

In all, thirty-two people attended the July 11th meeting (See Appendix C). Of these, eighteen had attended the November 8-9th meeting, eight were substitutes for persons who had attended in November, and six were new invitees or persons who were invited to but unable to attend the November meeting. One important person in the latter group was Dr. Jenni Klein, Education Specialist in the National Office of the Administration for Children, Youth and Families (ACYF). ACYF (formerly the Office of Child Development) presently funds the CDA Consortium, which is responsible for the development and implementation of the CDA assessment system, and the Head Start Supplementary Training Program, under which many Head Start personnel receive CDA training. Dr. Klein's attendance on July 11th was a follow-up to her June 20th discussions with Dr. Blair Hurd and Dr. Judith Ramirez concerning the draft requirements for the long-term incorporation of Child Development Associates (CDAs) into Head Start. At present, the draft requirements call for all Head Start classroom teachers "having primary responsibility for directing the daily activities of the children", to have a CDA or a bachelor's

degree in early childhood education and appropriate supervised experience, or to be in CDA training by October 1, 1981. Since persons in California cannot receive a bachelor's degree in early childhood education, the June 20th discussions centered on the possibility of ACYF's recognizing a California Regular Children's Center Instructional Permit as an alternative to the CDA or a bachelor's degree requirement. Because of this inter-relationship, it was particularly important that Dr. Klein's agency be represented.

1.3 PLAN FOR THE JULY 11TH MEETING

The plan for the July 11th meeting was to provide for both small and large group discussion of important questions concerning the certification of child care personnel. As was stated earlier, four key objectives had been identified:

- a. Objective 1 - to reach consensus - or clearly define alternative positions - on regulations for Children's Center Instructional Permits.
- b. Objective 2 - to reach consensus - or clearly define alternative positions - on regulations for Children's Center Supervision Permits.
- c. Objective 3 - to consider the need for and feasibility of developing a field-based assessment system(s) to be incorporated into the Children's Center Permit structure.
- d. Objective 4 - (If agreement is reached that field-based assessment is needed and feasible), to identify parameters within which such systems could receive Commission approval.

Materials were developed to aid participants in answering questions related to each objective. Copies of these materials may be found in Appendix D.

Although the agenda for the July 11th meeting (see Appendix E) provided time for discussion of each objective, objectives one and two received the greatest attention. Following introductions and opening remarks, participants met in four small groups to discuss objective one, reporting back to the total group before breaking for lunch.

After lunch, they again met in small groups to discuss objective two, reconvening in the large group by mid-afternoon to summarize their recommendations for objectives one and two. At that time staff attempted to help the group clarify its position - or positions - concerning adequate requirements for a regular (or clear) children's center instructional permit.

Late in the afternoon, the large group considered objectives three and four, but only about half of the invitees were still in attendance at that time.

2.0 SUMMARY OF DISCUSSION AND RECOMMENDATIONS FROM JULY 11TH MEETING

This summary of the discussion and recommendations of the Select Committee on Children's Center Permit Regulations is organized according to the materials provided to participants at the meeting. As such, it will address the following:

2.1 OBJECTIVE 1 (INSTRUCTIONAL PERMITS)

2.1.1 Levels in the permit structure

2.1.2 An "emergency" permit

2.1.3 Early childhood education/child development training

2.1.4 General education (i.e. other academic preparation)

2.2 OBJECTIVE 2 (SUPERVISION PERMITS)

2.2.1 Levels in the permit structure

2.2.2 Requirement of a bachelor's degree

2.2.3 Early childhood education/child development training

2.2.4 Training in program administration and supervision

2.3 OBJECTIVES 3 AND 4 (FIELD-BASED ASSESSMENT)

2.3.1 Need and feasibility

2.3.2 Parameters for approval

2.1 OBJECTIVE 1 - TO REACH CONSENSUS - OR CLEARLY DEFINE ALTERNATIVE POSITIONS - ON REGULATIONS FOR CHILDREN'S CENTER INSTRUCTIONAL PERMITS.

2.1.1 Levels in the permit structure

The Select Committee on Children's Center Permit Regulations did not reach agreement on how many levels the instructional permit structure should have. There appeared to be considerable concern about the Commission issuing any permit with no "self-improvement" requirements.

In general, committee members were opposed to a "life" children's center instructional permit. If a "life" permit is to be available, however, committee members seemed to be in agreement that a bachelor's degree should be one requirement.

2.1.2 An "emergency" permit

There was general agreement that some kind of "entry level" permit below the standard of the "regular" permit is needed. Some committee members felt that both an "emergency" and "initial" permit should be available; others felt that an "emergency" and a "regular" instructional permit would be sufficient. There was no agreement as to recommended names or requirements for these emergency or preliminary (i.e. less than "regular") permits.

In addition, there seemed to be a great deal of confidence in the Commission's ability to judge when an employing agency had presented a sufficient case for issuance of an "emergency" permit. Hence, there was no strong recommendation from committee members that minimum standards for an "emergency" permit be included in the Title 5 Regulations.

2.1.3 Early childhood education/child development training

The group reached consensus on a twenty-four semester unit requirement for training in early childhood education/child development (exclusive of units for field work). There was also considerable agreement that the Commission should develop ~~guidelines for acceptable early childhood education certificate~~ programs and have some way of assuring program quality.

There was also some support for a recommendation that the content of the 24-unit requirement be defined, at least in general terms.

2.1.4 General education (i.e. other academic preparation)

This was the one area where there was the most disagreement among meeting participants. Although there was complete agreement that some general education should be required for a regular permit, the amount of such preparation was a point of great disagreement. Three positions appeared to be approaching definition by the end of the meeting: One which supported a bachelor's degree requirement for a regular permit; a second which supported an associate degree requirement; and a third which supported a sixteen-unit

diversified general education requirement (i.e. required work in each of the following areas: Humanities, Social Sciences, Math and Science, and English). All three alternatives presumed a 24-unit requirement in early childhood education/child development.

2.2 OBJECTIVE 2 - TO REACH CONSENSUS - OR CLEARLY DEFINE ALTERNATIVE POSITIONS - ON REGULATIONS FOR SUPERVISION CHILDREN'S CENTER PERMITS.

2.2.1 Levels in the permit structure

The group was more favorable toward a life supervision permit than they had been toward a life instructional permit. There was also some discussion of, though no consensus on, the need for an "emergency" supervision permit.

2.2.2 Requirement of a bachelor's degree

In general, committee members agreed that a bachelor's degree should be required for a regular supervision permit.

There was also consensus that two years of teaching experience in a child development program be required for a supervision permit.

2.2.3 Early childhood education/child development training

The proposal that 12 additional units in early childhood education/child development at an advanced level be required for a supervision permit was generally supported. Some committee members recommended that the content of such training be defined, at least in general terms.

2.2.4 Training in program administration and supervision

There appeared to be consensus on the requirement of six semester units in coursework related to program administration and supervision. There was also considerable support for spelling out the topics to be covered in such training.

2.3 and 2.4 OBJECTIVES 3 AND 4 - TO CONSIDER THE NEED FOR AND FEASIBILITY OF DEVELOPING A FIELD-BASED ASSESSMENT SYSTEM(S) TO BE INCORPORATED INTO THE CHILDREN'S PERMIT STRUCTURE. (IF AGREEMENT IS REACHED THAT FIELD-BASED ASSESSMENT IS NEEDED AND FEASIBLE), TO IDENTIFY PARAMETERS WITHIN WHICH SUCH SYSTEMS COULD RECEIVE COMMISSION APPROVAL.

2.3.1 Need and feasibility

There was a great deal of support earlier in the day and when these objectives were addressed directly that there is a need for field-based assessment system(s). There was also general

agreement that it would be feasible to develop a field-based assessment system within the state.

2.3.2 Parameters for approval

Those persons present for the final discussion felt a field-based assessment system should be affiliated with a two or four-year accredited institution. There was also some agreement that any such system should provide for alternative ways for candidate's to demonstrate early childhood education/child development and general education competence. There was also some mention of such a system being equivalent to a two-year program. The group clearly agreed that any such system should be subject to Commission-directed quality controls.

3.0 DISCUSSION OF MEETING SUMMARY

3.1 CHILDREN'S CENTER INSTRUCTIONAL PERMITS

Based upon the November 8-9th and July 11th meetings, it appears that there is general support throughout the state for at least a two-level permit structure, including an "emergency" and a "regular" permit; with some support for a three-level structure, which would add a "life" permit.

Insofar as requirements for a regular instructional permit are concerned, there appears to be consensus on the criterion adopted by the Commission at its December meeting that "a CLEAR (regular) Children's Center Permit should require some specified amount of (a) academic and professional preparation in early childhood education/child development; (b) experience in a child development program; and (c) general education." With regard to the amount of each kind of preparation, there is widespread agreement on a 24-semester unit requirement in early childhood education/child development and four possible ways of demonstrating experience in an instructional capacity in a child development program.

There is, however, widespread disagreement on the amount of general education (or other academic preparation), with each of three positions receiving support from various groups and individuals. The three alternate positions are: (a) a

bachelor's degree; (b) an associate degree; and (c) a sixteen semester unit general education requirement which would assure work in Humanities, Social Sciences, Math and Science, and English.

Based upon the input received, staff makes the following recommendations concerning children's center instructional permits (note - brief descriptions and rationale for changes from the proposed Title 5 Regulations considered at the May and June public hearings are given in parentheses, when appropriate):

- 3.1.1 The permit structure should have three levels, including emergency, regular and life instructional permits. (The proposed Title 5 Regulations included four levels - provisional, preliminary, regular and life. Given the Legislature's concern about a 36-unit general education requirement for a regular instructional permit, and the field's concern that there be some incentive for continued academic preparation, it would seem most feasible to adopt a three-level structure which retains a bachelor's degree as a requirement for a life permit.)
- 3.1.2 EMERGENCY instructional permits should be issued by the Commission upon petition by an employing agency and should require a minimum of 12 semester units of coursework in early childhood education/child development and one of the following:
- (a) one year of experience in an instructional capacity in a child development program; or
 - (b) a supervised field work course from an accredited institution; or
 - (c) enrollment in an early childhood education/child development training program at an accredited institution.

(The proposed Title 5 Regulations provided four ways to qualify for an emergency instructional permit; the most "lenient" being five years of experience as a paid aide or volunteer and nine semester units of coursework in early childhood education/child development. Members of the Select Committee on Children's Center Permit Regulations seemed to have confidence in the Commission's ability to judge when an employing agency had presented a sufficient case for issuance of an "emergency" permit.

In order to provide staff with a baseline against which to judge petitions, however, minimum requirements would be helpful.)

3.1.3 A REGULAR instructional permit should require 24 semester units of coursework in early childhood education/child development AND 16 diversified semester units in general education* OR an associate degree, AND one of the following:

- (a) two years of experience in an instructional capacity as a paid aide or assistant in a child development program; or
- (b) a certificate from a Commission-approved field-based assessment system; or
- (c) three years experience as a volunteer in an instructional capacity in a child development program; or
- (d) a supervised field work course from an accredited institution PLUS one year of experience in an instructional capacity in a child development program.

(The proposed Title 5 Regulations provided five ways to qualify for a regular instructional permit; two of which required a bachelor's degree. The recommended change eliminates the bachelor's degree and provides for an option including a sixteen-unit diversified general education requirement plus the 24-unit early childhood education/child development requirement. Thus, the recommended structure ~~permits fewer ways to qualify, but eliminates the most -~~
restrictive ways - those requiring a bachelor's degree.

The proposed option wherein each year of experience as a paid aide or assistant could substitute for three units of early childhood education/child development training has been dropped as a result of discussions at the July 11th meeting.)

3.1.4 A LIFE instructional permit should require a REGULAR instructional permit PLUS a bachelor's degree PLUS 5 years of full-time experience in the last ten years, earned while possessing or eligible for the permit, at least two years of which have been continuous full-time employment while holding a REGULAR permit.

(In addition to a bachelor's degree requirement for a life

* To include at least one course in each of the following: Humanities, Social Sciences, Math and Science, and English.

instructional permit, the proposed Title 5 Regulations included a requirement of an additional 12 semester units in early childhood education/child development at an advanced level. This latter requirement has been dropped in the present recommendation.)

These recommendations are summarized in Chart 1 on page 12.

CHART 1: RECOMMENDED REQUIREMENTS FOR A
CHILDREN'S CENTER INSTRUCTIONAL PERMIT

8/1/78

REQUIREMENTS		LEVELS IN PERMIT STRUCTURE		
		EMERGENCY	REGULAR	LIFE
A. TRAINING IN ECE/CD				
1. ECE certificate from accredited two- or four-year institution		X	X	N/A
2. Semester units in ECE/CD	(TO BE ISSUED BY THE EMPLOYING AGENCY) PETITION BY THE EMPLOYING AGENCY UPON BY THE CTPL	or 12	or 24	N/A
B. VERIFIED EXPERIENCE IN AN INSTRUCTIONAL CAPACITY IN A CHILD DEVELOPMENT PROGRAM				A regular permit Plus
1. Years as a paid aide or assistant		1	2	
2. Certificate from a CTPL-approved field-based assessment system		or	X or	N/A
3. Years as a volunteer in a child development program		1 or	3 or	N/A
4. Supervised field work course from an accredited institution		X or	X plus one year of experience	N/A
5. Enrollment in an ECE/CD training program at an accredited institution		X	N/A	N/A
6. Total years experience in child development programs	N/A	N/A	5 years of full-time experience in the last 10 years, earned while possessing or eligible for the permit, at least 2 of which have been continuous full-time employment while holding a CLEAR(Regular) permit.	
7. Years experience under valid period of REGULAR permit	N/A			
C. OTHER ACADEMIC PREPARATION				
1. 16 diversified general education units*	N/A	X	N/A	
2. Associate degree in ECE/CD	N/A	X or	N/A	
3. Associate degree not in ECE/CD (or equivalent)	N/A	X	N/A	
4. Bachelor's degree (or equiv.)	N/A	N/A	X	

* At least one course in each of the following areas: Humanities, Social Sciences, Math/Science, and English.

TERMS OF ISSUANCE: EMERGENCY - 2 years; employing agency must re-petition to renew.
REGULAR - 5 years.

INVITEES
CHILDREN'S CENTER PERMIT MEETING
QUALITY WOODLAKE INN, SACRAMENTO
11 JULY 1978

APPENDIX A

Nancy Aitken Sacramento	W. Joan Douglas San Jose	Lillian Morales Sacramento
Marilyn Anderson San Jose	Ione Eloff Berkeley	Marjorie Morris Van Nuys
Anita Andrade Port Hueneme	Peter Ellis San Jose	Lillian Nealy Pasadena
Ernest Bailey Compton	Rosalyn Elms Sacramento	Jeanada Nolan Sacramento
Beverly Benjamin Claremont	Dorothy Gibson Upland	Marilyn Pearce Fair Oaks
Arlene Black Lafayette	Louise Gilbert San Francisco	Julie Peters Riverside
Linda Bond Sacramento	Ismael Gonzalez Los Altos Hills	Barbara Phelps Redlands
Ann Bradford Sacramento	Barry Griffing Sacramento	Herschel Rosenthal Sacramento
Elizabeth Brady Northridge	Gary Hart Sacramento	Patti Siegel San Francisco
Sue Brock Sacramento	Paul Hinkle Sacramento	Jane Talbert Sacramento
Bette Brown Sacramento	Betsy Hiteshew Los Angeles	Barbara Tardif Sacramento
Sybil Brown Sacramento	Harvey Hunt Sacramento	Rose Ungar Los Angeles
Catherine Camp Sacramento	Mary Jensen Visalia	John Vasconcellos Sacramento
Lois Costa Sacramento	Joyce Johnston Sacramento	Fran Walker Sacramento
Barbara Coulibali Redlands	David Jolly Sacramento	Jim Weber Los Angeles
Marilyn Dimson San Francisco	Jenni Klein Washington, D.C.	Jim Williamson Burlingame
Pat Dorman Sacramento	Aletrice Martin Riverside	Docia Zavitkovsky Santa Monica

3.2 CHILDREN'S CENTER SUPERVISION PERMITS

Although there was some discussion of an "emergency" supervision permit, the general recommendation from the July 11th meeting appeared to be for a two-level supervision permit structure, including both a "regular" and a "life" permit.

There was also considerable agreement that anyone receiving a regular supervision permit should hold, or qualify for, a regular children's center instructional permit, and should have had at least two years experience as a teacher in a child development program.

A bachelor's degree was also considered a reasonable requirement by an overwhelming majority of those participating in the meeting.

The following changes are recommended concerning previously proposed Children's Center Supervision Permit regulations:

- 3.2.1 The permit structure should have two levels, including a regular and a life supervision permit. (The proposed Title 5 Regulations included three levels - preliminary, regular, and life.)
- 3.2.2 A REGULAR supervision permit should require a REGULAR instructional permit PLUS 12 semester units in early childhood education/child development at an advanced level AND 6 semester units of coursework in administration and supervision of child development programs; PLUS two years of experience as a teacher in a child development program; PLUS a bachelor's degree.

(Proposed Title 5 Regulations included all of these requirements except the stipulation that the experience be as a teacher in a child development program.)

- 3.2.3 A LIFE supervision permit should require five years of full-time experience in the last 10 years, earned while possessing or eligible for the permit, at least 2 years of which have been continuous full-time employment while holding a REGULAR supervision permit. (This recommendation is essentially the same as that in the proposed Title 5 Regulations.)

These recommendations are summarized in Chart 2 on page 14.

CHART 2: RECOMMENDED REQUIREMENTS FOR A SUPERVISION CHILDREN'S CENTER PERMIT

REQUIREMENTS	LEVELS OF PERMIT STRUCTURE		
	REGULAR	LIFE	
A. A REGULAR CHILDREN'S CENTER INSTRUCTIONAL PERMIT	X	N/A	
B. OTHER ECE/CD TRAINING			A REGULAR SUPERVISION PERMIT PLUS
1. Semester units in ece/cd at an advanced level	12		
2. Semester units in administration and supervision of child development programs	6		FIVE YEARS OF FULL-TIME EXPERIENCE IN THE LAST 10 YEARS EARNED WHILE POSSESSING OR ELIGIBLE FOR THE PERMIT, AT LEAST
C. VERIFIED YEARS OF EXPERIENCE AS A TEACHER IN A CHILD DEVELOPMENT PROGRAM	2		TWO OF WHICH HAVE BEEN CONTINUOUS, FULL-TIME EMPLOYMENT WHILE HOLDING A CLEAR (Regular) PERMIT.
D. OTHER ACADEMIC PREPARATION			
1. A bachelor's degree (or equivalent)	X	N/A	

TERMS OF ISSUANCE: Regular - five years

8/1/78

3.3 FIELD-BASED ASSESSMENT SYSTEM(S)

Based upon input before, between, during and after the two Commission-sponsored meetings on children's center permit regulations, it appears that there is substantial interest in a field-based assessment system for child care certification in California. Inasmuch as there is relatively little support for adopting an "outside system" (i.e. CDA), and inasmuch as development and implementation of such a system would require funding not now planned for, the Commission may wish to further consider the need for a field-based assessment system, toward the end of requesting funding for its development and implementation as a 1979-80 budget augmentation item.

COMMISSION FOR TEACHER PREPARATION AND LICENSING

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APPENDIX B

21 June 1978

As you will recall, last November the Commission for Teacher Preparation and Licensing held a two-day meeting to consider the Child Development Associate (CDA) certificate and present regulations for the children's center permit. Following that meeting a report was prepared and submitted to the Joint Legislative Budget Committee and a proposed revision of the children's center permit structure developed.

Public hearings to consider the proposed changes were held in May and June. As an outcome of testimony received by mail and at the public hearings, the Commission has decided to invite a representative group of the November Ad Hoc Committee to a one-day work session in order to further consider issues related to the certification of child care personnel in California.

We would appreciate your attendance at this work session. We regret that the Commission will be unable to pay the expenses for meeting participants. The work session will be held on July 11, 1978 from 9:00 a.m. to 5:00 p.m. at the Quality Woodlake Inn, Camellia Room B, Sacramento, California.

Materials for consideration at the work session are enclosed. They include: (a) current children's center permit regulations; (b) the Commission's proposed children's center permit regulations; (c) an alternate proposal and statement submitted by the Governor's Advisory Committee on Child Development Programs; (d) testimony of the State Department of Education (Office of Child Development) presented at the June public hearing; (e) testimony of the PTA presented at the June public hearing; and (f) a list of key questions or issues to be discussed at the work session.

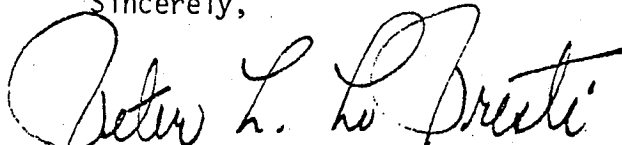
I am pleased to tell you that Dr. Judith Ramirez has agreed to assist us in planning and conducting this workshop and in reporting on its results. If you have any questions or concerns prior to the meeting, please contact Dr. Ramirez at (916) 322-5988.

June 21, 1978
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Inasmuch as the work session is designed to provide opportunity for maximum discussion among persons representing diverse points of view, we are inviting you to secure your particular personal contribution. Should you be unable to attend and wish to recommend someone in your place, please contact Dr. Ramirez to discuss the advisability of such an arrangement.

Again we appreciate your interest in this endeavor and look forward to your participation in the July 11th meeting.

Sincerely,



PETER L. LoPRESTI

Attachments

State of California
Commission for Teacher Preparation and Licensing

CD-1

SUPERVISION PERMIT AUTHORIZING SERVICE IN CHILDREN'S CENTERS

Application. An applicant for the SUPERVISION PERMIT authorizing service in a children's center shall file a complete application and shall verify ALL of the following:

- a. Two years* of teaching or supervisory experience in a child development program.
- b. A bachelor's or higher degree from an approved institution.
- c. A major in early childhood education or child development plus 6 semester hours of coursework covering administration and supervision of child development programs. (In lieu of the major as defined by the institution granting the degree, the applicant may complete 24 semester hours of coursework in early childhood education or related fields, including 6 semester hours of coursework covering administration and supervision of child development programs.)

Term and Renewal. The initial permit shall be valid for two years and may be renewed for life upon verification of a year* of service in a child development program during the valid period of the permit being renewed.

----- POSTPONEMENT OF REQUIREMENTS

- a. A bachelor's degree from an approved institution and at least 12 semester hours of coursework in subject fields related to early childhood education.
- b. Two years* of successful teaching or supervision experience in a child development program.

Term and Renewal. The permit shall be valid for two years and may be renewed for two-year periods on completion of:

- a. Four semester hours of coursework in a subject field related to early childhood education or 4 semester hours of such coursework which applies to a major in early childhood education.
- b. A year* of successful experience in a child development program.

Authorization. The SUPERVISION PERMIT authorizes the holder to supervise in a child development program consisting of any number of children's facilities and to instruct children in a child development program.

----- SPECIAL CHILD DEVELOPMENT PERMIT FOR SUPERVISION, under provisions of Education Code Section 8363.5, effective 9-15-75.

Application. An applicant for the special child development permit for supervision in a child development program in a community-based contract center shall file a complete application and shall verify:

- a. Employment as a supervisor in a community-based contract center prior to 7-1-74.

Term. This permit is NOT RENEWABLE. It shall be issued for a period of three years, during which time the applicant must complete requirements for the regular supervision permit or the supervision permit issued on the basis of postponement of requirements as indicated above.

Authorization for Service. A SPECIAL CHILD DEVELOPMENT PERMIT FOR SUPERVISION authorizes the holder to serve as a supervisor in a community-based contract center.

*A year of experience means paid or volunteer service in a child development program for not less than 2 hours per day, for at least 100 days during not more than 3 school years. Only one year of experience can be earned in a school year.

A summary adapted from California Education Code and Administrative Code, Title 5.

VARIOUS INSTRUCTIONAL PERMITS AUTHORIZING SERVICE IN CHILDREN'S CENTERS

SPECIAL CHILD DEVELOPMENT PERMIT FOR INSTRUCTION under provisions of Education Code Section 8363.5, effective 9-15-75. (Available only to an applicant employed as a teacher in a community-based contract center prior to 7-1-74.)

Application. An applicant for the special child development permit for instruction in a child development program in a community-based contract center shall file a complete application and shall verify:

employment as a teacher in a community-based contract center prior to 7-1-74, on the special form provided by the State Department of Education to community-based contract centers.

Term. This special permit shall be issued for 3 years and is NOT RENEWABLE. In order to qualify for an emergency permit for service beyond the 3 years, the applicant must complete the following:

30 semester hours of acceptable college coursework taken in an approved institution, 12 hours of which must be in subject fields related to early childhood education.

On the conclusion of this program, the applicant will be eligible to apply for an EMERGENCY INSTRUCTIONAL PERMIT to continue service in a children's center. (See regulations below.)

Authorization for Service. A SPECIAL CHILD DEVELOPMENT PERMIT FOR INSTRUCTION authorizes the holder to serve as a teacher in a community-based contract center.

EMERGENCY INSTRUCTIONAL PERMIT AUTHORIZING SERVICE IN CHILDREN'S CENTERS (Not available after 6-30-76 except for (1) those applicants who currently hold the emergency permit and are applying for renewal, or (2) those who hold the special child development permit for instruction as described above.)

Application. An applicant for the EMERGENCY INSTRUCTIONAL PERMIT for service in a child development program in a children's center shall file a complete application and shall verify,

EITHER

- (1) 60 semester hours of coursework taken in an approved institution, including 12 semester hours of coursework in subject fields related to early childhood education,

OR

- (2) 30 semester hours of coursework taken in an approved institution, including 12 semester hours of coursework in subject fields related to early childhood education,

PLUS

One year* of successful experience as a teacher or a non-teaching aide or a non-teaching assistant,

AND

Continuing enrollment in an approved institution.

Term and Renewal. The EMERGENCY INSTRUCTIONAL PERMIT shall be valid for two years and may be renewed for successive two-year periods upon application and:

- (1) Official verification of one year* of successful experience during the valid period of the permit being renewed.

AND

- (2) Completion in an approved institution during the valid period of the permit being renewed of 4 semester hours of coursework taken in a subject field related to early childhood education or 4 semester hours of coursework which applies to a bachelor's degree.

The EMERGENCY INSTRUCTIONAL PERMIT may be renewed in successive two-year periods, when renewal requirements are met as outlined above, until such time as the applicant completes requirements for either the regular instructional permit or the instructional permit issued on the basis of a postponement of requirements.

Authorization for Service. An EMERGENCY INSTRUCTIONAL PERMIT authorizes the holder to instruct children in child development program.

*A year of experience means paid or volunteer service in a child development program for not less than 2 hours per day, for at least 100 days during not more than 3 school years. Only one year of experience can be earned in a school year.

Enclosure (a)

INSTRUCTIONAL PERMIT AUTHORIZING SERVICE IN CHILDREN'S CENTERS

Application. An applicant for a REGULAR INSTRUCTIONAL PERMIT authorizing service in a children's center shall file a complete application and shall verify both of the following:

- (1) A bachelor's or higher degree from an approved institution.
- (2) A major in early childhood education or child development, or in lieu, 16 semester hours of coursework in subject fields related to early childhood education.

POSTPONEMENT OF REQUIREMENTS: Either (1) or (2).

- (1) Possession of a bachelor's degree and 8 semester hours of coursework in subject fields related to early childhood education.
- (2) Either (A) and (B) OR (A) and (C),
 - (A) 60 semester hours of coursework, with 12 semester hours in subject fields related to early childhood education.
 - (B) Two years* of successful experience as a teacher or non-teaching aide or assistant in a child development program.
 - (C) A field work course in a pre-school program completed through an accredited community college, college, or university.

Term and Renewal.

- (1) A REGULAR PERMIT will be issued for two years and can be renewed for life upon verification of one year* of experience in a child development program during the valid period of the permit.
- (2) A POSTPONED PERMIT will be issued for two years and may be renewed for two-year periods if, during the valid period of the document being renewed, at least 4 semester hours of coursework have been completed in subjects related either to early childhood education or to the requirements for a degree.

Authorization. The INSTRUCTIONAL PERMIT authorizes the holder to instruct children in a child development program.

*A year of experience means paid or volunteer service in a child development program for not less than 2 hours per day, for at least 100 days during not more than 3 school years. Only one year of experience can be earned in a school year.

A summary adapted from California Education Code and Administrative Code, Title 5.

PROPOSED REQUIREMENTS FOR THE INSTRUCTIONAL CHILDREN'S CENTER PERMIT *

5/14/78

Commission for Teacher
Preparation and Licensing

Academic/Professional Prep. in ECE/CD

1. ECE Certificate
2. Semester Units in ECE/CD
3. Units at Advanced Level-ECE/CD
4. Total (Sem. units in ECE/CD + Units at Adv. Level)

Verified Experience in a Child Development Program

1. Years as a full-time, paid aide or assistant
2. Certificate from a field-based assessment approved by CTPL
3. Years as a part-time aide or volunteer
4. Field Work Course
5. Total Years Experience in CD Programs
6. Years Experience Under Valid Period of CLEAR Permit

Other Academic Preparation

1. Bachelors Degree not in ECE/CD
2. Bachelors Degree in ECE/CD
3. Associate Degree not in ECE/CD
4. Associate Degree in ECE/CD
5. Semester Units of General Education

several Examples:

Individual A earns a provisional Children's Center Permit (CCP) on the basis of a CDA Credential and 24 semester units in ECE/CD (Option 1). He/she will need to complete 36 semester units in general education to qualify (under Option 1) for the Preliminary Credential. He/she, of course, could select any option but Options 1 or 2 will probably be the most feasible.

Individual B earns a preliminary CCP on the basis of Option 2 (an AA degree in ECE/CD and 2 years as a part-time aide). He/she selects option 3 for the regular CCP (a Bachelors Degree in ECE/CD and two years as a part-time aide).

Individual C earns a provisional CCP on the basis of Option 3 (5 years experience as a full-time paid aide, and 9 semester units in ECE/CD). He/she selects option 5 for the Preliminary CCP (30 semester units in General Education). He/she then selects option 5 for the regular credential (15 additional units in ECE/CD and 15 additional units in general education).

	PROVISIONAL (Options)				PRELIMINARY (Options)					REGULAR (Options)					LIFE (Options)	
	1	2	3	4	1	2	3	4	5	1	2	3	4	5	1	2
1. ECE Certificate		X					X	X								
2. Semester Units in ECE/CD	24			9	24		or	24	9	24					24	
3. Units at Advanced Level-ECE/CD										12	12	12	12	12	12	
4. Total (Sem. units in ECE/CD + Units at Adv. Level)										36	36	36	36	24	36	
Verified Experience in a Child Development Program																
1. Years as a full-time, paid aide or assistant				5												
2. Certificate from a field-based assessment approved by CTPL	X				X		X	X		X		X	X			
3. Years as a part-time aide or volunteer		2			1	2	or	2		2	2	or	2			
4. Field Work Course		or			or	or		or		or	or	or	or			
5. Total Years Experience in CD Programs															5	5
6. Years Experience Under Valid Period of CLEAR Permit															2	2
Other Academic Preparation																
1. Bachelors Degree not in ECE/CD								X					X		X	
2. Bachelors Degree in ECE/CD																
3. Associate Degree not in ECE/CD								X								
4. Associate Degree in ECE/CD						X										
5. Semester Units of General Education					36				30							

Enclosure (b)

* The data for this chart is taken from pp. 27-34 of the Report to the Joint Legislative Budget Committee
Concerning the Child Development Associate (CDA) Certificate, January 16, 1978.

Memorandum

To : Commission on Teacher Preparation
and Licensing

Date : 5/4/78

Subject :

From : GOVERNOR'S ADVISORY COMMITTEE
ON CHILD DEVELOPMENT PROGRAMS
Office of the Executive Secretary
915 Capitol Mall, Rm 260, Sacramento, 322-8181

The Governor's Advisory Committee on Child Development Programs has developed some guiding principles which we believe should inform decisions about certification and credentialling in child development, at all levels of program policy making. Those principles are attached to this testimony.

The principles lead us to several specific suggestions about the proposed Title V Regulations which are the subject of today's hearings:

- a) The regulations should acknowledge the place that infant programs hold in the California system; Section 80105-d should include infant programs in the listing of child development program types. This definitions section should be consistent with other regulatory descriptions of child development programs in Title V and Title 22; we would recommend review of the definitions section by the Office of Child Development, State Department of Education.
- b) The distinctions among Provisional, Preliminary and Regular permits in the Instructional permit structure are neither necessary or helpful, given the range of options present within each category. We recommend adoption of a two-permit structure within the Instructional category, including a regular and a life permit, with the regular permit containing a full array of pathways to achieve the permit.
- c) The BA is required for both Life Instructional and Supervisory permits. We recommend eliminating mandated BA requirements at any point in the structure, retaining the BA as an optional way of partially fulfilling requirements.
- d) The renewal period for all permits should be at least two years. Currently, the provisional is issued for one year.

e) The validity of competency-based assessment systems is undermined at each point it appears by requiring other experience and training components in addition to academic training in child development. We recommend that competency-based assessment systems certified by the Commission be given a position of equality with other ways of verifying field experience and training. It should, for example, be of more value as a demonstration of competence than a field work course which receives no review or assessment by the Commission on Teacher Preparation and Licensing.

We strongly urge that you revise the draft regulations to accord with the principles we have outlined and with the specific suggestions we have made in our testimony. Our staff is available to assist you in this process.

May we also take this opportunity to mention two other issues to you. We support the legislative language you have proposed to ensure that teaching credential holders are trained or experienced in child development before they are granted children's center permits. We suggest that your language include specification that the training or experience should be specific to the age group the individual will be caring for: infants (0-2 years), preschoolers (3-5 years), or school-age children (6-14 years). Most urgently, we suggest that the bill language be immediately introduced in amendment form to other legislation. Given the uncertainty of school personnel issues after June 6, it is particularly vital that legislation protecting children's programs be introduced this year.

Finally, we feel strongly that the Commission should develop the staff ability to review and comment upon college and university child development programs; to participate in solutions to inter-system articulation; ~~to assess fully field-based assessment systems~~ in compliance with these regulations; and to continue the dialogue with all parties involved in the development of these regulations. This will require identifiable staff with a specific child development assignment, and child development competency and familiarity. We urge that you take budgetary and staff assignment responsibility to fulfill this recommendation, and we would gladly provide whatever assistance was needed.

We appreciate the opportunity to testify before you today.

CREDENTIALLING PRINCIPLES

Credentialling is in part a regulatory mechanism. Decisions involving the credentialling or certification of child care workers must be viewed from the vantage point of the ability of the credentialling mechanism to affect child care program quality, as one measure of the credentialling mechanism.

Child care training has a predictable effect to upgrade child care program quality. General education does not have that same predictable effect. Therefore child care credential structures should focus on certifying specific child care training, including course work, field training and experience.

Child care experience is a valuable way of gaining training in the field and gaining competency in the skills which produce quality programs. A child care credentialling system must support and acknowledge the role of experience in gaining needed skills, and must contain within it methods to certify competency in the acknowledged skill areas.

A credentialling system has an indirect effect on child care worker wages, at best. While efforts to upgrade child care wages and working conditions should continue on all fronts, the credentialling mechanism in the child care field should not upgrade requirements of workers beyond the documented extent to which quality concerns suggest course work or experience is needed, merely in the hope of upgrading wages.

A child care credentialling system must acknowledge and support a career ladder mechanism for child care workers.

~~A child care credentialling system must affect and upgrade all varieties of care, whatever their funding source.~~

Appropriate credentialling must include certification of course work, experience, and field-based training as alternate an/or complementary ways of acquiring the skills and competencies to work in quality child care programs. Such certification requires information and monitoring of course work programs, as well as the methods for reviewing field-based training and examining and certifying competencies.

Any credentialling system must be flexible enough to permit various paths to full certification and various combinations of experience and course work to be recognized as acceptable. Any credentialling system should be flexible enough to acknowledge and support training and competency examination for the full range of service needs, for children from infancy through school age and including provision for special needs for service to children with handicapping conditions and bilingual needs.

A credentialling system must be articulated internally, so that prospective applicants and trainees can transfer preparation and experience with some reliability and in a way that encourages the availability of qualified personnel.

As a long range goal, a credentialling system must be compatible with the state's licensing system, so that children are served uniformly and equitably, whatever their funding source. In other words, the Governor's Advisory Committee continues to urge re-integration of the child care system, as we have done in the past.

May 16, 1978

PROPOSED PERMIT STRUCTURE BASED ON THE RECOMMENDATIONS OF
THE GOVERNOR'S ADVISORY COMMITTEE ON CHILD DEVELOPMENT PROGRAMS

	PROVISIONAL	REGULAR (Options)				LIFE
		1	2	3	4	
A. Academic/Professional Prep. in ECE/CD						
1. ECE Certificate		X or 24		X or 24	X or 24	
2. Semester Units in ECE/CD						
3. Units at Advanced Level-ECE/CD	To be					
4. Total (Sem. Units in ECE/CD + Units at Adv. Level)						
B. Verified Experience in a Child Development Program	issued by the Commission on the basis of					A regular permit plus 5
1. Years as a full-time, paid aide or assistant						
2. Certificate from a field-based assessment approved by CTPL						
3. Years as a part-time aide or volunteer						
4. Field Work Course						
5. Total Years Experience in CD Programs						
6. Years Experience Under Valid Period of CLEAR Permit						2
C. Other Academic Preparation	rationalized presented by a child development program agency					
1. Bachelors Degree not in ECE/CD						
2. Bachelors Degree in ECE/CD			X			
3. Associate Degree not in ECE/CD				X		
4. Associate Degree in ECE/CD			X			
5. Semester Units of General Education						

Several Examples

- * Individual A earns a regular Children's Center Permit (CCP) on the basis of an ECE Certificate, and a certificate from a field-based assessment system, such as CDA.
- * Individual B earns a regular CCP on the basis of an AA degree in ECE/CD and 2 years as a part-time aide.
- * Individual C earns a regular CCP on the basis of a BA degree (Biology Major), a successful field-work course and 24 semester units in ECE/CD.
- * Individual D earns a regular CC permit on the basis of 5 years experience as a full-time aide and a ECE Certificate.
- * Individual E is granted a provisional permit on the basis of 12 semester units in ECE/CD and bilingual skills which the program administrator has verified to be non-existent elsewhere.

STATE DEPARTMENT OF EDUCATION TESTIMONY BEFORE THE
COMMISSION ON TEACHER PREPARATION AND LICENSING

JUNE 1, 1978

CALIFORNIA HAS A LONG HISTORY OF LEADERSHIP IN THE CHILD CARE AND DEVELOPMENT FIELD. IN 1942 CALIFORNIA ESTABLISHED THE CHILDREN'S CENTER PROGRAMS WHICH WERE CONTINUED WITH STATE SUPPORT FOLLOWING WORLD WAR II. IN THE EARLY 1960's IT ESTABLISHED THE CHILDREN'S CENTER PERMIT STRUCTURE, INTRODUCING CHILD GROWTH AND DEVELOPMENT INTO THE SYSTEM. A WIDE VARIETY OF CHILD CARE AND DEVELOPMENT PROGRAMS NOW EXIST, INCLUDING GENERAL CHILD DEVELOPMENT, MIGRANT CHILD CARE, STATE PRESCHOOL AND ALTERNATIVE CHILD CARE; DEFINITIVE AND SUBTLE DIFFERENCES CHARACTERIZE THESE PROGRAMS. CALIFORNIA'S NEED FOR CHILD CARE IS INCREASING AT SUCH A RAPID RATE, THAT THE PUBLIC CONTINUES TO DEMAND ADDITIONAL FUNDS FOR THESE SERVICES. AS EXPANSION CONTINUES, AND NEW PROGRAM TYPES ARE LAUNCHED, IT BECOMES INCREASINGLY IMPORTANT THAT STAFF DESIGNATED TO WORK WITH GROUPS OF CHILDREN HAVE TRAINING AND EXPERIENCE RELATED TO PROGRAM CONTENT AND TO THE AGES OF THE CHILDREN SERVED.

DATA FROM THE 1976-77 YEAR END REPORT ON PUBLICLY SUBSIDIZED CHILD CARE SERVICES SHOW THAT 62% OF THE STAFF EMPLOYED IN STATE AND FEDERALLY FUNDED REGULAR CHILD DEVELOPMENT PROGRAMS EITHER HOLD NO INSTRUCTIONAL PERMIT OR THEY HOLD A CDA. EIGHTEEN PERCENT (18%) HOLD INSTRUCTIONAL PERMITS OR OTHER TYPES OF PERMITS. OF THE FIFTEEN PERCENT (15%) OF THE STAFF WITH TEACHING CREDENTIALS, ALMOST NINETY PERCENT (90%) HOLD GENERAL ELEMENTARY OR EARLY CHILDHOOD SPECIALIST CREDENTIALS WHILE THE REMAINDER HOLD SECONDARY OR DESIGNATED SERVICES CREDENTIALS. SALARY LEVELS ARE GENERALLY LOW: 60% EARN \$600 OR LESS PER MONTH: 26% EARN BETWEEN \$600 AND \$900 PER MONTH.

OUR DISCUSSION TODAY IS THE RESULT OF THE SUPPLEMENTAL LANGUAGE TO THE 1977-78 BUDGET ACT WHICH DIRECTED THE COMMISSION TO: "REVIEW CDA AND OTHER INITIAL LEVEL CERTIFICATE PROGRAMS FOR THE CHILD CARE INSTRUCTIONAL PERMIT: AND TO ESTABLISH PROCEDURES FOR CERTIFYING SUCH TRAINING AS ADEQUATE PREPARATION FOR INSTRUCTION IN CHILD CARE" TRIGGERED A DELUGE OF MAIL AND PHONE CALLS FROM THE CHILD CARE COMMUNITY AT LARGE, AS WELL AS FROM ITS REPRESENTATIVE ORGANIZATIONS - EXPRESSING BOTH POSITIVE AND NEGATIVE REACTION TO THE LANGUAGE. TWO THINGS BECAME IMMEDIATELY CLEAR. FIRST, THERE WAS A DEARTH OF INFORMATION ABOUT THE DEVELOPMENT AND CURRENT USE OF THE CHILD DEVELOPMENT ASSOCIATE (CDA) AWARD SYSTEM. SECOND, THE CHILD CARE FIELD WAS POLARIZED ON THE WISDOM AND CONSEQUENCES OF INCORPORATING FIELD BASED ASSESSMENT SYSTEMS INTO THE CHILDREN'S CENTER PERMIT STRUCTURE.

TO ENABLE THE OFFICE OF CHILD DEVELOPMENT AND OTHERS TO ADDRESS THE ISSUES OCD DID SEVERAL THINGS:

-
1. HIRED STAFF TO THOROUGHLY RESEARCH THE CDA, SINCE THIS WAS THE FIELD BASED ASSESSMENT SYSTEM SPECIFICALLY REFERRED TO IN BUDGET ACT LANGUAGE;
 2. MET REGULARLY WITH REPRESENTATIVES FROM CTPL TO PROVIDE BACKGROUND INFORMATION ON THE PAST HISTORY AND CURRENT USE OF CHILD DEVELOPMENT PERMITS, AND PARTICIPATED IN ITS AD HOC COMMITTEE CONFERENCE ON THE DEVELOPMENT OF REVISED REGULATIONS;
 3. MET WITH INDIVIDUALS, REPRESENTATIVES OF PROFESSIONAL ORGANIZATIONS, AND CDA PROPONENTS TO REVIEW AND DISCUSS THE ISSUES

ASSOCIATED WITH RESTRUCTURING THE CHILD DEVELOPMENT PERMIT;
AND

4. SCHEDULED TWO OCD ROUNDTABLE SESSIONS AT WHICH PARTICIPANTS BROADLY REPRESENTATIVE OF A VARIETY OF PROGRAM TYPES HAD THE OPPORTUNITY TO OBTAIN INFORMATION AND TO EXPRESS THEIR VIEWS ABOUT THE PROPOSED NEW PERMIT STRUCTURE;

THE DOE HAS CONCLUDED THAT THERE IS A PLACE IN THE OVERALL STRUCTURE OF PROFESSIONAL PREPARATION AND LICENSING FOR COMPETENCY BASED TRAINING PROGRAMS. WE RECOGNIZE THE FACT THAT EDUCATION, TRAINING, AND EXPERIENCE ARE PROXIES FOR COMPETENCE. HOWEVER, SINCE NO ONE CAN BE COMPLETELY CERTAIN AS TO HOW REFLECTIVE OF COMPETENCE EACH OF THESE THREE ELEMENTS IS, BUT THERE IS NO DOUBT THAT ALL ARE, WE COULD FEEL MORE CONFIDENT IF THE PERMIT SYSTEM TAKES ALL THREE INTO ACCOUNT.

THERE EXISTS AN ISSUE BETWEEN PENDING LEGISLATION AND THE PROPOSED REGULATIONS. THAT ISSUE IS WHETHER THERE WILL BE A PRIMARILY EXPERIENCE-BASED OPTION IN THE PERMIT STRUCTURE WITHOUT A GENERAL EDUCATION REQUIREMENT. SUCH AN OPTION REPRESENTS A SIGNIFICANT DEPARTURE FROM CURRENT PRACTICE, AND FROM THE STRUCTURE THE COMMISSION HAS PROPOSED. IT SHOULD, THEREFORE, BE APPROACHED IN A THOUGHTFUL MANNER, AND IN A MANNER THAT WILL NOT RESULT IN CONFUSION AND/OR DISHARMONY. A BLEND OF EDUCATION, TRAINING AND EXPERIENCE INTO THE PERMIT STRUCTURE COULD BE ACCOMPLISHED THROUGH THE DEVELOPMENT OF A SYSTEM TO EVALUATE CANDIDATES' COMPETENCIES. A COMMISSION-ADMINISTERED EXAMINATION, IF ADOPTED, SHOULD BE RE-EVALUATED AFTER A THREE YEAR TRIAL PERIOD.

LEGISLATION BEING PROPOSED PROVIDES ANOTHER OPPORTUNITY FOR THE ACCEPTANCE OF EXPERIENCE FOR ACADEMIC UNITS. THIS RESULTS IN AT LEAST TWO KINDS OF

SITUATIONS THAT THE COMMISSION NEEDS TO BE ALERT TO.

THERE ARE, FIRST, MANY INDIVIDUALS WHO ARE CURRENTLY CARRYING A SIGNIFICANT SHARE OF THE RESPONSIBILITY FOR THE CARE AND DEVELOPMENT OF CHILDREN. MANY OF THESE PERSONS - SOME WITH BILINGUAL AND OTHER SKILLS NEEDED IN WORKING WITH TARGET POPULATIONS - HAVE PLAYED AN IMPORTANT ROLE IN THE DEVELOPMENT OF COMMUNITY-BASED PROGRAMS. MANY HAVE WORKED FOR MORE THAN A DECADE WITH LOW PAY, LOW STATUS AND LITTLE JOB SECURITY, BUT WITH A HIGH DEGREE OF COMMITMENT AND DEDICATION TO CHILDREN AND THEIR COMMUNITIES. THIS GROUP WOULD BENEFIT FROM A PRIMARILY EXPERIENCE-BASED OPTION.

BY CONTRAST, THERE ARE ALSO INDIVIDUALS PROVIDING SERVICES WITH DEGREES AND/OR EXPERIENCE IN AN UN-RELATED SUBJECT, AND/OR WORKING WITH OLDER CHILDREN. WE SUPPORT THE COMMISSION'S RECOMMENDATION REFLECTED IN THE COMMISSION'S STAFF REPORT, THAT LEGISLATION BE ADOPTED TO ENSURE THAT CREDENTIALLED PERSONS WORKING IN CHILD DEVELOPMENT PROGRAMS ARE APPROPRIATELY PREPARED.

THE STATE DEPARTMENT OF EDUCATION DOES NOT VIEW MULTIPLE PREPAREDNESS REQUIREMENTS, I.E. TRAINING, EDUCATION AND EXPERIENCE, AS A BARRIER TO ENTRY INTO THE CHILD DEVELOPMENT TEACHING PROFESSION. ON THE CONTRARY, WE BELIEVE FORMAL COURSE WORK COMBINED WITH EXPERIENCE WILL NOT ONLY ENSURE COMPETENCY, BUT WILL INSURE AGAINST FISCAL EXPEDIENCIES WHICH MIGHT PROMPT EMPLOYERS TO HIRE CHILD DEVELOPMENT TEACHERS AT LESS THAN A PROFESSIONAL SALARY.

THE DEPARTMENT OF EDUCATION OFFERS THE FOLLOWING SUGGESTIONS FOR THE COMMISSION'S CONSIDERATION IN ITS POST-HEARING DEVELOPMENT OF THE FINAL TEXT OF THE REVISED REGULATIONS. SPECIFIC RECOMMENDATIONS ARE:

1. THAT THE COMMISSION DEVELOP CRITERIA FOR COMMISSION APPROVAL OF COMPETENCY-BASED ASSESSMENT SYSTEMS; AND THAT SUCH CRITERIA INCORPORATE AND/OR EXPAND UPON THOSE COMPETENCIES WHICH ARE BROADLY ACCEPTED BY CALIFORNIA CHILD DEVELOPMENT INSTRUCTORS AND PRACTITIONERS;
2. THAT ALL REFERENCES TO CDA BE DELETED FROM THE TEXT, AND SUBSTITUTED WITH GENERIC RATHER THAN SPECIFIC TERMINOLOGY;
3. THAT THE COMMISSION DEVELOP CRITERIA, DETAILING PROCEDURES AND STANDARDS FOR DETERMINING THAT A SPECIAL STAFFING NEED EXISTS FOR THE ISSUANCE OF AN EMERGENCY OR PROVISIONAL PERMIT;
(SPECIAL NEEDS PERMIT)
4. THAT PERMITS DESIGNATE THE AGE GROUP/S FOR WHICH THE HOLDER IS AUTHORIZED TO PROVIDE INSTRUCTION AND/OR SUPERVISION;
5. FINALLY, WHILE THE STATE DEPARTMENT OF EDUCATION'S RESPONSIBILITY
IS LIMITED TO STATE AND FEDERALLY SUBSIDIZED CHILD CARE PROGRAMS, IT HAS A FUNDAMENTAL INTEREST IN, AND CONCERN FOR, EQUITY AND QUALITY IN ALL CHILD DEVELOPMENT PROGRAMS. THEREFORE, IN THE INTERESTS OF PROMOTING QUALITY IN ALL PROGRAMS WITH RESPECT TO CHILD DEVELOPMENT TEACHER QUALIFICATIONS, WE URGE THE COMMISSION TO COORDINATE ITS REGULATIONS WITH THOSE OF THE DEPARTMENT OF SOCIAL SERVICES' LICENSING UNIT.

THANK YOU



CALIFORNIA CONGRESS OF PARENTS AND TEACHERS, INC.

June 1, 1978

Statement by Barbara Jackson

Vice President for Education

To the Commission on Teacher Preparation and Licensing
Public Hearing - Children's Center Permits

Since the second world war the California State PTA has worked for children's centers for the children of working parents. Generally speaking, our emphasis has been on developing and maintaining high standards for those who work with children and youth in all school and community programs.

Recent events such as declining school population, the teacher surplus, the rising cost of all educational programs, the taxpayer revolt and our own experience with children's centers causes us to re-examine the specific standards for teachers that we have supported in the past.

These same events certainly motivated the legislative analyst in directing the Commission to incorporate the Child Development Associate "credential" (CDA) into the permit structure. In turn the Commission called for the two-day work session with representatives of interested groups to discuss qualifications of child care personnel. Our representative, Arlene Black, indicated that this was a most valuable experience. It enabled us to hear and clarify the issues and to offer solutions to some, if not all, of the difficulties that were identified.

From our point of view, present licensing practices raise questions in two areas. First, there is no field experience requirement. A regular teaching credential is deemed to be a children's center permit. This allows school districts to assign surplus teachers to a children's center. Too often such teachers have no preparation for teaching young children, nor any experience with the age group. School districts can create a children's center program for the purpose of generating state/federal moneys to continue certificated employees on the payroll who are no longer needed in regular classrooms. While the need to expand children's center programs is well-documented, we question not only this motivation, but the resulting quality of the program. Licensing regulations need to be tightened to prevent such abuse by districts. This can be done by requiring Early Childhood Education/Child Development (ECE/CD) course work and supervised field experience as prerequisites to a regular children's center permit. In fact, the proposed Title 5 regulations do add both of these, and we SUPPORT these changes.

Our second question relates to the bachelor's degree requirement for a regular permit. Is it a barrier to prospective teachers who might be otherwise well-qualified, attractive candidates? Here we find it much more difficult to weigh the issues. Certainly all of the following questions are related in one way or another:

1. Do workers in children's centers need a college education?
2. Do they need it any less than teachers of older children?

3. The state has a large investment in that group of trained teachers for whom there are no teaching positions. Should we encourage still others into teaching in children's centers by lowering educational requirements?
4. Will employers hire the person with the least schooling as an excuse to pay lower salaries and cut costs?
5. Reducing costs of operating children's centers could make it possible to serve more children with the same number of dollars. There are upwards of 40,000 youngsters on waiting lists according to the Department of Education Office of Child Development.

There seem to be important economic and social considerations as well as educational ones on both sides of the question of the bachelor's degree. However, in sorting them out, the PTA position must take the point of view of what benefits children first. We have already observed that our search for high standards is not necessarily satisfied by the bachelor's degree as such. We would agree that an understanding of the development of very young children and a demonstrated capacity to work well in a children's center environment are more useful standards that are clearly related to quality child care.

We would also agree that while the benefit is more indirect, even very young children profit from teachers whose perspective has been broadened by some higher education. While we may not need to insist on four years of college, we believe that a reasonably strong academic background should be required. In our view the proposed regulations define this well enough by calling for an associate degree (AA) from a community college. We SUPPORT this change.

Some have urged that all general education requirements be eliminated. We would urge otherwise. While we are prepared to forego the BA, we believe that it is appropriate to continue to require preschool teachers to be exposed to some broader education than one would have by taking ECE training exclusively. Under the proposed regulations we understand that one could meet minimum requirements for a children's center permit with an AA in ECE/CD plus 12 advanced units in ECE and two years successful experience in a child development program. The AA would include 24 units of general studies. The value of the 24 units, we think, is that a teacher is more likely to have exposure to art, music, literature, history and other studies that would translate positively to the education of young children. We strongly urge, therefore, that the Commission resist pressure that would reduce the academic requirements to ECE course work exclusively.

In summary, the California State PTA SUPPORTS the proposed regulations on the grounds that they add the much needed education in ECE/CD and a field competency component as prerequisite to a children's center permit. They add flexibility by providing more options and avenues by which people might qualify to be licensed, and they eliminate the perhaps unnecessary hurdle of the bachelor's degree. They retain an important requirement - a reasonable amount of general studies to assure that teachers will bring to even very young children a perspective that is broader than a single neighborhood. In all they should contribute positively to the experience that children will have.

Thank you for this opportunity to speak to you.

ISSUES/QUESTIONS RELATED TO MINIMUM REQUIREMENTS FOR A
REGULAR INSTRUCTIONAL CHILDREN'S CENTER PERMIT

COMPONENT	PRESENT REGULATIONS	CTPL PROPOSED REGULATIONS	GAC PROPOSAL	AB 2917	ISSUES/QUESTIONS TO BE DISCUSSED
General Education	BA Degree	45 semester units	40 semester units (AA degree)	None	1. Should there be a general education requirement? If so, how many units?
Training in ECE/CD	16 semester units	24 semester units	36 semester units	24 semester units	1. How much training should be required? 2. Should content be specified? If so, how much? 3. Should any be required at an "advanced level"?
Experience in Child Development Programs	None	5 years as paid aide or assistant (full-time)	2 years or supervised field course or certificate from field based assessment system approved by the CTPL.	2 years or supervised field work course or certificate from field-based assessment system approved by the CTPL	1. What might the parameters for approval of field-based assessment be? (e.g. require link with 2 or 4 year college) 2. How would CTPL monitor a field-based assessment system?

OTHER ISSUES/QUESTIONS TO BE DISCUSSED

TOPIC	PRESENT REGULATIONS	CTPL PROPOSED REGULATIONS	GAC PROPOSAL	ISSUES/QUESTIONS TO BE DISCUSSED
Levels of permit structure	3	4	3	<ol style="list-style-type: none"> 1. Should there be a "life" permit? 2. Should there be both a "preliminary and a "regular" instructional permit?
"Provisional" or "emergency" or "special needs" permit	None	"provisional" permit provided for; minimum requirements specified	"provisional" permit provided for; CTPL to issue on basis of rationale provided by programs; no minimum requirements specified	<ol style="list-style-type: none"> 1. Should such a permit be issued? 2. What should it be called? 3. Should minimum standards or requirements for issuance of such a permit be established? If yes, what should they be?
Term of issuance of permits	2 years	1-5 years depending upon type	2 years	<ol style="list-style-type: none"> 1. What should the term of issuance for permits be?
Age designations	0-14	0-14	0-14 recommends experience with age group to be served	<ol style="list-style-type: none"> 1. Should permits be issued with age designations (e.g. infants, preschoolers, school-age children) depending upon training and/or experience? 2. If yes, what minimum experience or training requirements should be specified for each age designation?
Supervision permit	Bachelor's degree required	Bachelor's degree required	No degree requirement	<ol style="list-style-type: none"> 1. Should a bachelor's degree be required for a Supervisory Children's Center Permit?

APPENDIX C

ATTENDEES
CHILDREN'S CENTER PERMIT MEETING
QUALITY WOODLAKE INN, SACRAMENTO
11 July 1978

Marilyn Anderson
San Jose

Anita Andrade
Port Hueneme

Cathy Barkett
Sacramento

Beverly Benjamin
Claremont

Arlene Black
Lafayette

Ann Bradford
Sacramento

Elizabeth Brady
Northridge

Bette Brown
Sacramento

Sybil Brown
Sacramento

Catherine Camp
Sacramento

Diane Carey
Sacramento

Marilyn Dimson
San Francisco

Pat Dorman
Sacramento

W. Joan Douglas
San Jose

Dorothy Gibson
Upland

Barry Griffing
Sacramento

George Hall
Sacramento

Betsy Hiteshew
Los Angeles

Mary Jensen
Visalia

Jenni Klein
Washington, D.C.

Doris McLain
Sepulveda

Jeanne Machado
Cupertino

Aletrice Martin
Riverside

Jeanada Nolan
Sacramento

Marilyn Pearce
Fair Oaks

Julie Peters
Riverside

Margaret Smith
Hanford

Dorothy Stuart
Redlands

Jane Talbert
Sacramento

Barbara Tardif
Sacramento

Jim Weber
Los Angeles

Jim Williamson
Burlingame

SUGGESTED DISCUSSION TOPICS FOR OBJECTIVE 1
(Instructional Children's Center Permits)

1. Levels in permit structure
 - a. should there be a "life" permit?
 - b. are both a "preliminary" and a "regular" instructional permit needed?
 2. Special needs (i.e. provisional or emergency) permit
 - a. should such a permit be issued?
 - b. if yes, should minimum requirements be set or should the Commission have complete responsibility for issuance?
 3. General education
 - a. should there be a general education requirement?
 - b. if yes, what content should be included (i.e. how should "general education" be defined)?
 - c. if yes, how many units should be included?
 - d. should there be an examination alternative?
 4. ECE/CD training
 - a. how much such training should be required?
 - b. of what should such training consist?
 - c. what role should the Commission have in program development and/or review?
 - d. should content requirements for such training be specified?
 - e. if yes, in how much detail?
-

DISCUSSION EXAMPLE: POSSIBLE SUPERVISION CHILDREN'S CENTER PERMIT REGULATIONS

REQUIREMENTS	REGULAR PERMIT (OPTIONS)		LIFE PERMIT
	1	2	
A. Training in ECE/CD			
1. ECE Certificate from accredited two- or four-year institution			
2. Semester units in ECE/CD			
3. Units in ECE/CD at an advanced level			
4. Units in Administration/Supervision			
B. Verified experience in an instructional capacity in a child development program			
1. Years as a full-time, paid aide or assistant			
2. Certificate from a CTPL-approved field-based assessment system			
3. Years as a part-time aide or volunteer			
4. Supervised field work course at an accredited institution			
5. Total years experience in CD programs			
6. Years experience under valid period of REGULAR permit			
C. Other Academic Preparation			
1. Bachelor's degree in ECE/CD			
2. Bachelor's degree not in ECE/CD			

SUGGESTED DISCUSSION TOPICS FOR OBJECTIVES 3 and 4
(Field-Based Assessment)

1. Need and feasibility
 - a. is a field-based assessment system(s) needed as part of the children's center permit structure?
 - b. is development of a field-based assessment system feasible?
 2. (If yes to #1 above) Parameters for approval
 - a. should any such system be under the auspices of an accredited two- or four- year institution?
 - b. should a training component be required?
 - c. if yes, of what should it consist (i.e. content)?
 - d. if yes, should a minimum number of units be specified?
 - e. what other parameters should be specified for the approval process?
 3. (If yes to #1 above) Role of the Commission for Teacher Preparation and Licensing
 - a. How might the Commission be involved in or monitor such a system?
-

REQUIREMENTS	SPECIAL NEEDS PERMIT	REGULAR PERMIT OPTIONS				LIFE PERMIT
		1	2	3	4	
A. Training in ECE/CD	To be issued by CTPL by program petition					
1. ECE Certificate from accredited two- or four-year institution		X		X	X	
2. Semester units in ECE/CD	12	or 24		or 24	or 24	
3. Units in ECE/CD at an advanced level						
4. Total units in ECE/CD						
B. Verified experience in an instructional capacity in a child development program						A regular permit plus
1. Years as a full-time, paid aide or assistant					5	
2. Certificate from a CTPL-approved field-based assessment system		X or	X or	X or		
3. Years as a part-time aide or volunteer	1 or	2	2	2		
4. Supervised field work course at an accredited institution	X	or X	or X	or X		
5. Total years experience in CD programs						5
6. Years experience under valid period of REGULAR permit						2
C. Other Academic Preparation						
1. Bachelor's degree in ECE/CD			X or			
2. Associate degree in ECE/CD			X			
3. Bachelor's degree not in ECE/CD				X		
4. Associate degree not in ECE/CD				or X		
5. Semester units of general educ.						

TERMS OF ISSUANCE: Special needs permit - 2 years - program must re-petition to renew regular permit
Regular permit - 5 years

DISCUSSION EXAMPLE: POSSIBLE INSTRUCTIONAL CHILDREN'S CENTER PERMIT REGULATIONS

REQUIREMENTS	SPECIAL NEEDS PERMIT	REGULAR PERMIT OPTIONS				LIFE PERMIT
		1	2	3	4	
A. Training in ECE/CD						
1. ECE Certificate from accredited two- or four-year institution						
2. Semester units in ECE/CD						
3. Units in ECE/CD at an advanced level						
4. Total units in ECE/CD						
B. Verified experience in an instructional capacity in a child development program						
1. Years as a full-time, paid aide or assistant						
2. Certificate from a CTPL-approved field-based assessment system						
3. Years as a part-time aide or volunteer						
4. Supervised field work course at an accredited institution						
5. Total years experience in CD programs						
6. Years experience under valid period of REGULAR permit						
C. Other Academic Preparation						
1. Bachelor's degree in ECE/CD						
2. Associate degree in ECE/CD						
3. Bachelor's degree not in ECE/CD						
4. Associate degree not in ECE/CD						
5. Semester units of general educ.						

TERMS ISSUANCE: Special needs permit - 2 years - pro must re-petition to renew regular permit
Regular permit - 5 years

SUGGESTED DISCUSSION TOPICS FOR OBJECTIVE 2
(Supervision Children's Center Permit)

1. Bachelor's degree
 - a. should a bachelor's degree be required?
 2. Levels in permit structure
 - a. should there be a "life" permit?
 3. ECE/CD training
 - a. how much should be required?
 - b. of what should such training consist?
 - c. what role should the CTPL have in program development and/or review?
 4. Training in program administration and supervision
 - a. should such training be required?
 - b. if yes, how much?
 - c. if yes, of what should such training consist?
-

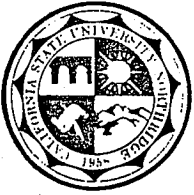
DISCUSSION EXAMPLE: POSSIBLE SUPERVISION CHILDREN'S CENTER PERMIT REGULATIONS

REQUIREMENTS	REGULAR PERMIT (OPTIONS)		LIFE PERMIT
	1	2	
A. Training in ECE/CD			
1. ECE Certificate from accredited two- or four-year institution		X	
2. Semester units in ECE/CD		or 24	
3. Units in ECE/CD at an advanced level		12	
4. Units in Administration/Supervision	6	6	
B. Verified experience in an instructional capacity in a child development program			A regular supervision permit <u>plus</u>
1. Years as a full-time, paid aide or assistant			
2. Certificate from a CTPL-approved field-based assessment system	X or 2	X or 2	
3. Years as a part-time aide or volunteer	2 or X	2 or X	
4. Supervised field work course at an accredited institution			
5. Total years experience in CD programs			5
6. Years experience under valid period of REGULAR permit			2
C. Other Academic Preparation			
1. Bachelor's degree in ECE/CD	X		
2. Bachelor's degree not in ECE/CD		X	

APPENDIX E

AGENDA

- 9:00 - 9:30 a.m. - Welcome/Introductions/Plan for the day
 - 9:30 - 11:00 a.m. - OBJECTIVE 1 - small group discussion of instructional children's center permit regulations
 - 11:00 - 12 Noon - Large group summary of small group recommendations
 - 12 Noon - 1:00 p.m. - LUNCH
 - 1:00 - 2:00 p.m. - OBJECTIVE 2 - small group discussion of supervision children's center permit regulations
 - 2:00 - 3:00 p.m. - Large group summary of small group recommendations
 - 3:00 - 4:00 p.m. - OBJECTIVES 3 and 4 - large group brainstorming
-



CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Northridge, California 91330

July 14, 1978

RECEIVED

 CALIFORNIA STATE UNIVERSITY
 NORTH RIDGE

Dr. Peter LoPresti, Executive Secretary
 Commission on Teacher Preparation
 and Licensing
 1020 "O" Street
 Sacramento, Ca 95814

Dear Dr. LoPresti:

At the meeting on July 11 in Sacramento regarding the regulations for the Children's Center permit I represented California Association for the Education of Young Children, as I did in November.

It is not possible to obtain a statement from the Board and President of that organization prior to your next Commission meeting. However, I can confirm that the organization has consistently taken the position that the Regular Permit should require a B.A. degree. Such a requirement takes care of the issue of general education by accepting whatever a given institution sees as the general education pattern in its B.A. program.

On the other hand, we have been sensitive to the importance of a variety of entry levels which would permit people with less than a B.A. to work in programs for young children, always assuming that they are continuing to study. The group I participated in on Tuesday (Group Two) found a consensus among ourselves on the points we were asked to discuss, and I have written to Dr. Ramirez to indicate what these were. I believe that CAEYC would be in accord with what that group proposed, namely that a Regular permit would require a B.A. but that we could agree with four proposed options leading to what we called a Preliminary permit. The particulare terminology is not critical.

If the Regular permit requires the B.A. there continues to be an incentive for planned study, rather than merely collecting units, on the part of those who hold a preliminary permit. Moreover, since Life permits for credentials exist it seems

Dr. Peter LoPresti

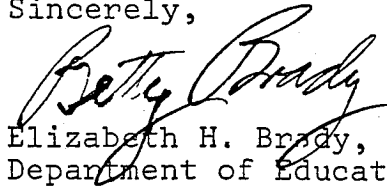
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July 14, 1978

imperative that the Regular permit require the B.A. Otherwise, with a given number of years of experience, someone would be able to obtain a life permit and have no reason to continue study beyond a minimum such as an AA or 60 units.

CAEYC wished to be represented at the meeting and were happy that the Commission saw fit to hold it in an effort to arrive at consensus. It is my personal feeling that we were very close to agreement on major issues; more time might have made total agreement possible. Unfortunately we start with different premises and differing amounts of experience with study of the issue and these don't always become clarified in a few hours. Thank you for allowing me to participate.

Sincerely,



Elizabeth H. Brady, Professor
Department of Educational Psychology

EHB:b